

About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

School Results

School: King Middle School

District: Portland Public Schools

Code: 1134-1353



Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Grade Level Summary Report

School: King Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1353

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	177			512			14,397			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	169	169	168	491	493	488	14,031	14,013	13,967	95	95	95	96	96	95	97	97	97
With an approved accommodation	49	48	48	104	104	99	2,072	2,057	1,975	29	28	29	21	21	20	15	15	14
Current LEP Students	46	47	46	126	128	126	380	386	378	27	28	27	26	26	26	3	3	3
With an approved accommodation	33	33	33	59	59	58	170	176	166	72	70	72	47	46	46	45	46	44
IEP Students	21	20	20	73	72	70	2,082	2,068	2,052	12	12	12	15	15	14	15	15	15
With an approved accommodation	16	15	15	51	50	46	1,634	1,624	1,559	76	75	75	70	69	66	78	79	76
Students not tested in NECAP	8	8	9	21	19	24	366	384	430	5	5	5	4	4	5	3	3	3
State Approved	7	8	9	14	14	16	251	258	265	88	100	100	67	74	67	69	67	62
Alternate Assessment	5	7	7	10	12	12	221	221	225	71	88	78	71	86	75	88	86	85
First Year LEP	1	0	1	2	0	2	3	0	3	14	0	11	14	0	13	1	0	1
Withdrew After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Enrolled After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Consideration	1	1	1	2	2	2	27	37	37	14	13	11	14	14	13	11	14	14
Other	1	0	0	7	5	8	115	126	165	13	0	0	33	26	33	31	33	38

NECAP RESULTS

		School												District						State						
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
						N	%	N	%	N	%	N	%													
READING	177	7	1	169	67	40	64	38	26	15	12	7	852	491	30	42	18	10	849	14,031	21	56	17	6	848	
	MATH	177	8	0	169	41	24	70	41	28	17	30	18	844	493	19	37	21	23	841	14,013	17	43	21	19	842
WRITING	177	9	0	168	22	13	90	54	39	23	17	10	842	488	10	45	29	16	839	13,967	7	44	37	12	839	

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Reading Results

School: King Middle School
District: Portland Public Schools
State: Maine
Code: 1134-1353

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 859–880)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 840–858)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

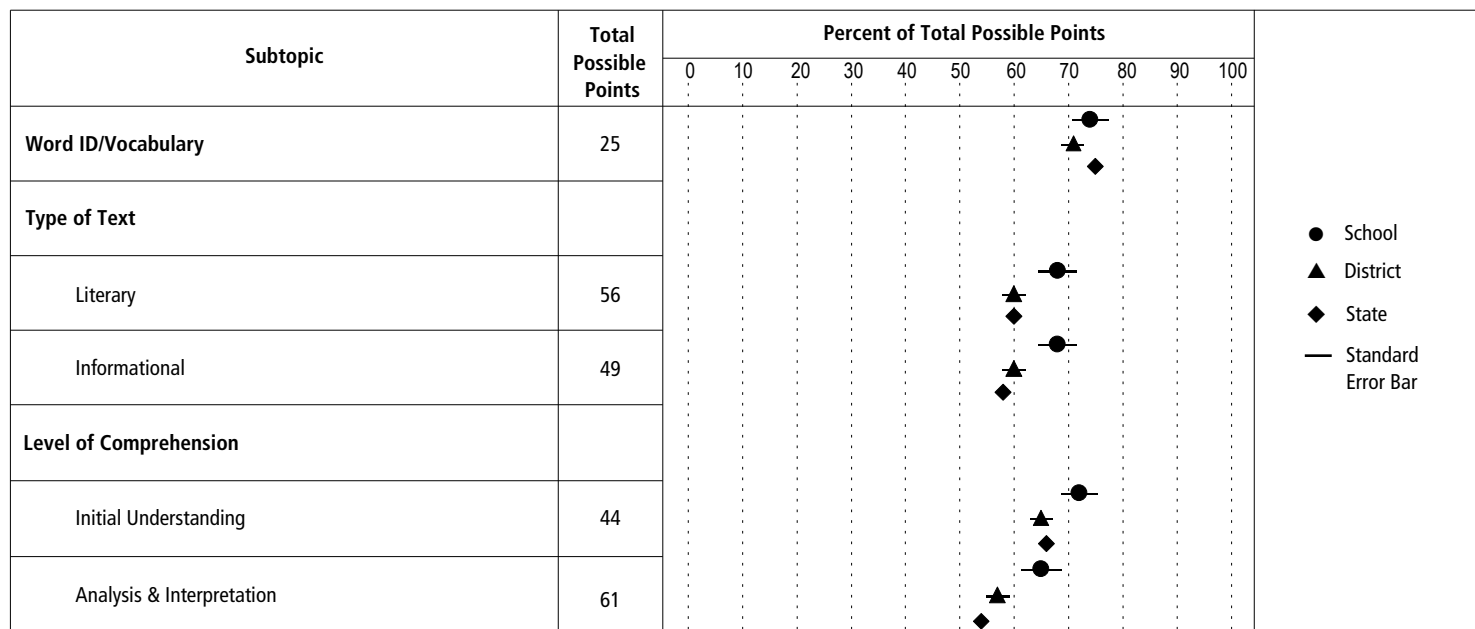
(Scaled Score 828–839)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 800–827)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10	188	10	6	172	54	31	84	49	24	14	10	6	851
2010-11	178	16	0	162	35	22	79	49	42	26	6	4	849
2011-12	177	7	1	169	67	40	64	38	26	15	12	7	852
Cumulative Total	543	33	7	503	156	31	227	45	92	18	28	6	851
District													
2009-10	528	20	12	496	105	21	246	50	88	18	57	11	847
2010-11	522	34	4	484	94	19	249	51	108	22	33	7	847
2011-12	512	14	7	491	149	30	207	42	87	18	48	10	849
Cumulative Total	1,562	68	23	1,471	348	24	702	48	283	19	138	9	848
State													
2009-10	14,466	245	120	14,101	2,092	15	7,584	54	3,378	24	1,047	7	846
2010-11	14,368	263	147	13,958	2,341	17	7,783	56	3,096	22	738	5	847
2011-12	14,397	251	115	14,031	2,933	21	7,864	56	2,380	17	854	6	848
Cumulative Total	43,231	759	382	42,090	7,366	18	23,231	55	8,854	21	2,639	6	847





Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Disaggregated Reading Results

School: King Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1353

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	177	7	1	169	67	40	64	38	26	15	12	7	852	491	30	42	18	10	849	14,031	21	56	17	6	848
Gender																									
Male	90	3	1	86	32	37	30	35	15	17	9	10	851	254	26	43	20	11	847	7,091	15	57	20	8	846
Female	87	4	0	83	35	42	34	41	11	13	3	4	854	237	35	41	15	9	851	6,940	27	55	14	4	851
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	8	0	0	8										20	15	50	25	10	845	203	12	60	20	8	845
Not Hispanic or Latino																									
American Indian or Alaskan Native	3	0	0	3										3						107	10	55	23	11	844
Asian	15	0	0	15	9	60	3	20	1	7	2	13	854	47	30	34	23	13	847	235	33	44	16	7	851
Black or African American	43	4	0	39	4	10	14	36	16	41	5	13	841	93	8	35	38	19	839	373	9	44	28	19	840
Native Hawaiian or Pacific Islander	0	0	0	0										0						10	40	50	10	0	856
White	103	3	1	99	52	53	36	36	6	6	5	5	857	318	39	44	11	7	853	12,968	21	57	17	6	849
Two or more races	5	0	0	5										10	10	60	20	10	847	135	20	58	19	4	849
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	49	3	0	46	5	11	17	37	15	33	9	20	840	126	6	33	37	24	837	380	6	38	32	23	838
Former LEP student - monitoring year 1	1	0	0	1										3						18	44	56	0	0	860
Former LEP student - monitoring year 2	2	0	0	2										7						26	58	42	0	0	860
All Other Students	125	4	1	120	59	49	47	39	11	9	3	3	857	355	37	46	12	5	853	13,607	21	57	17	6	849
IEP																									
Students with an IEP	28	6	1	21	1	5	7	33	9	43	4	19	839	73	1	40	34	25	836	2,082	1	33	39	27	835
All Other Students	149	1	0	148	66	45	57	39	17	11	8	5	854	418	35	43	15	7	851	11,949	24	60	13	2	851
SES																									
Economically Disadvantaged Students	101	6	1	94	20	21	41	44	23	24	10	11	846	266	14	43	27	15	843	5,990	11	55	24	10	844
All Other Students	76	1	0	75	47	63	23	31	3	4	2	3	861	225	49	41	6	4	857	8,041	28	57	12	3	852
Migrant																									
Migrant Students	0	0	0	0										0						9					
All Other Students	177	7	1	169	67	40	64	38	26	15	12	7	852	491	30	42	18	10	849	14,022	21	56	17	6	848
Title I																									
Students Receiving Title I Services	172	7	1	164	65	40	62	38	25	15	12	7	852	242	29	40	21	11	848	1,368	9	53	30	9	843
All Other Students	5	0	0	5										249	32	45	15	8	850	12,663	22	56	16	6	849
504 Plan																									
Students with a 504 Plan	2	0	0	2										7						401	14	64	19	4	847
All Other Students	175	7	1	167	67	40	62	37	26	16	12	7	852	484	31	42	18	10	849	13,630	21	56	17	6	848

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Mathematics Results

School: King Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1353

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 852–880)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 840–851)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

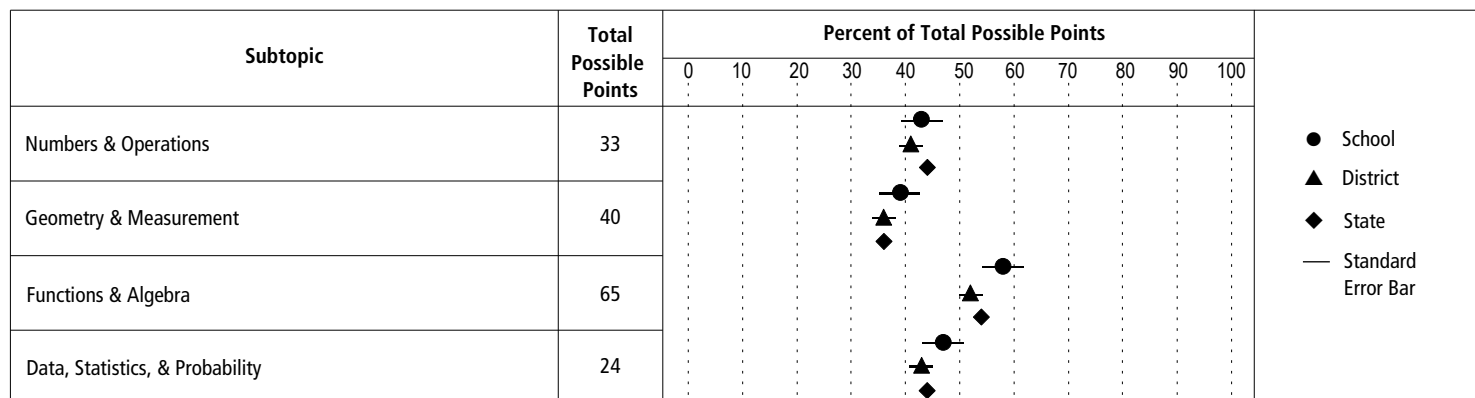
(Scaled Score 834–839)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 800–833)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10	188	10	2	176	43	24	80	45	29	16	24	14	844
2010-11	178	3	0	175	36	21	49	28	46	26	44	25	841
2011-12	177	8	0	169	41	24	70	41	28	17	30	18	844
Cumulative Total	543	21	2	520	120	23	199	38	103	20	98	19	843
District													
2009-10	528	19	5	504	89	18	197	39	95	19	123	24	841
2010-11	522	15	5	502	82	16	176	35	112	22	132	26	840
2011-12	512	14	5	493	95	19	181	37	102	21	115	23	841
Cumulative Total	1,562	48	15	1,499	266	18	554	37	309	21	370	25	841
State													
2009-10	14,466	236	115	14,115	2,283	16	6,119	43	3,019	21	2,694	19	842
2010-11	14,368	223	162	13,983	2,310	17	5,894	42	3,048	22	2,731	20	842
2011-12	14,397	258	126	14,013	2,374	17	6,035	43	3,002	21	2,602	19	842
Cumulative Total	43,231	717	403	42,111	6,967	17	18,048	43	9,069	22	8,027	19	842





Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Disaggregated Mathematics Results

School: King Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1353

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	177	8	0	169	41	24	70	41	28	17	30	18	844	493	19	37	21	23	841	14,013	17	43	21	19	842
Gender																									
Male	90	4	0	86	23	27	32	37	14	16	17	20	844	255	18	38	19	25	841	7,084	17	41	22	20	842
Female	87	4	0	83	18	22	38	46	14	17	13	16	844	238	20	36	23	21	841	6,929	17	45	21	17	843
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	8	0	0	8										20	5	40	25	30	837	202	10	39	27	25	839
Not Hispanic or Latino																									
American Indian or Alaskan Native	3	0	0	3										3						107	6	36	29	30	838
Asian	15	0	0	15	4	27	8	53	1	7	2	13	846	47	17	36	26	21	841	235	25	42	16	17	845
Black or African American	43	4	0	39	1	3	14	36	10	26	14	36	838	94	2	27	28	44	834	375	6	25	26	43	834
Native Hawaiian or Pacific Islander	0	0	0	0										0						10	40	40	20	0	847
White	103	4	0	99	35	35	41	41	12	12	11	11	846	319	26	39	18	17	844	12,949	17	44	21	18	842
Two or more races	5	0	0	5										10	10	30	20	40	838	135	16	43	15	27	842
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	49	2	0	47	0	0	12	26	15	32	20	43	835	128	2	20	31	47	833	386	5	21	26	48	833
Former LEP student - monitoring year 1	1	0	0	1										3						18	11	61	22	6	844
Former LEP student - monitoring year 2	2	0	0	2										7						26	38	50	12	0	849
All Other Students	125	6	0	119	40	34	56	47	13	11	10	8	847	355	26	41	17	15	844	13,583	17	44	21	18	842
IEP																									
Students with an IEP	28	8	0	20	0	0	6	30	6	30	8	40	834	72	0	15	28	57	831	2,068	2	15	23	61	831
All Other Students	149	0	0	149	41	28	64	43	22	15	22	15	845	421	23	40	19	18	843	11,945	20	48	21	11	844
SES																									
Economically Disadvantaged Students	101	6	0	95	7	7	36	38	24	25	28	29	839	268	6	30	29	35	836	5,979	8	37	27	29	838
All Other Students	76	2	0	74	34	46	34	46	4	5	2	3	850	225	36	45	11	9	847	8,034	24	48	18	11	845
Migrant																									
Migrant Students	0	0	0	0										0						9					
All Other Students	177	8	0	169	41	24	70	41	28	17	30	18	844	493	19	37	21	23	841	14,004	17	43	21	19	842
Title I																									
Students Receiving Title I Services	172	8	0	164	39	24	70	43	27	16	28	17	844	242	17	32	24	26	840	1,365	5	29	34	33	837
All Other Students	5	0	0	5										251	22	41	17	20	842	12,648	18	45	20	17	843
504 Plan																									
Students with a 504 Plan	2	0	0	2										7						400	13	43	27	17	841
All Other Students	175	8	0	167	41	25	69	41	28	17	29	17	844	486	20	37	21	23	841	13,613	17	43	21	19	842

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Writing Results

School: King Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1353

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Scaled Score 854–880)

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Scaled Score 840–853)

Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

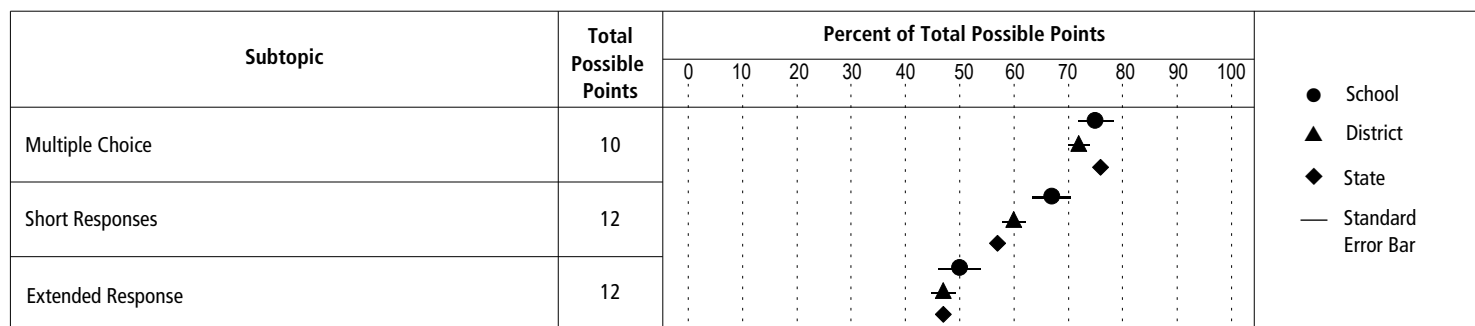
(Scaled Score 827–839)

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

(Scaled Score 800–826)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10													
2010-11	178	16	0	162	31	19	67	41	55	34	9	6	843
2011-12	177	9	0	168	22	13	90	54	39	23	17	10	842
Cumulative Total	355	25	0	330	53	16	157	48	94	28	26	8	842
District													
2009-10													
2010-11	522	34	6	482	59	12	215	45	166	34	42	9	841
2011-12	512	16	8	488	48	10	221	45	142	29	77	16	839
Cumulative Total	1,034	50	14	970	107	11	436	45	308	32	119	12	840
State													
2009-10													
2010-11	14,368	254	210	13,904	1,035	7	6,332	46	5,179	37	1,358	10	840
2011-12	14,397	265	165	13,967	963	7	6,116	44	5,175	37	1,713	12	839
Cumulative Total	28,765	519	375	27,871	1,998	7	12,448	45	10,354	37	3,071	11	839





Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Disaggregated Writing Results

School: King Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1353

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	177	9	0	168	22	13	90	54	39	23	17	10	842	488	10	45	29	16	839	13,967	7	44	37	12	839
Gender																									
Male	90	5	0	85	9	11	39	46	27	32	10	12	839	252	5	40	36	19	836	7,056	4	35	43	18	836
Female	87	4	0	83	13	16	51	61	12	14	7	8	844	236	15	51	22	12	842	6,911	10	53	31	7	841
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	8	0	0	8										20	15	35	25	25	837	199	5	35	45	15	837
Not Hispanic or Latino																									
American Indian or Alaskan Native	3	0	0	3										3						107	3	28	50	20	835
Asian	15	0	0	15	1	7	9	60	2	13	3	20	840	47	4	51	30	15	838	235	11	51	28	11	841
Black or African American	43	5	0	38	0	0	12	32	19	50	7	18	833	92	0	23	48	29	831	368	2	29	43	26	833
Native Hawaiian or Pacific Islander	0	0	0	0										0						10	10	60	30	0	843
White	103	4	0	99	19	19	60	61	14	14	6	6	845	316	14	52	23	11	841	12,915	7	44	37	12	839
Two or more races	5	0	0	5										10	0	40	40	20	835	133	7	49	34	11	839
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	49	3	0	46	1	2	15	33	17	37	13	28	832	126	2	22	42	34	830	378	2	23	44	31	831
Former LEP student - monitoring year 1	1	0	0	1										3						18	22	61	17	0	846
Former LEP student - monitoring year 2	2	0	0	2										7						26	15	69	15	0	846
All Other Students	125	6	0	119	21	18	72	61	22	18	4	3	845	352	13	52	25	10	842	13,545	7	44	37	12	839
IEP																									
Students with an IEP	28	8	0	20	0	0	5	25	8	40	7	35	830	70	0	10	37	53	826	2,052	<1	9	43	47	827
All Other Students	149	1	0	148	22	15	85	57	31	21	10	7	843	418	11	51	28	10	841	11,915	8	50	36	6	841
SES																									
Economically Disadvantaged Students	101	7	0	94	4	4	41	44	35	37	14	15	837	264	4	33	39	24	834	5,947	3	32	45	19	835
All Other Students	76	2	0	74	18	24	49	66	4	5	3	4	848	224	17	60	17	6	844	8,020	10	52	31	7	841
Migrant																									
Migrant Students	0	0	0	0										0						9					
All Other Students	177	9	0	168	22	13	90	54	39	23	17	10	842	488	10	45	29	16	839	13,958	7	44	37	12	839
Title I																									
Students Receiving Title I Services	172	9	0	163	21	13	88	54	37	23	17	10	842	240	9	44	31	16	839	1,360	3	28	52	17	835
All Other Students	5	0	0	5										248	10	47	27	16	839	12,607	7	45	35	12	839
504 Plan																									
Students with a 504 Plan	2	0	0	2										7						399	3	35	48	14	836
All Other Students	175	9	0	166	22	13	89	54	38	23	17	10	842	481	10	46	28	16	839	13,568	7	44	37	12	839

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.